



Academic Performance and Level Of Life Support Skills Among Working Students In Naval State University, Naval, Biliran

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ABSTRACT

This study sought to determine the academic performance and life support skills among working students enrolled in Naval State University during School Year 2016-2017. The respondents of the study were college working students enrolled in six colleges with different courses offered, the parents, teachers and employers were included. The descriptive-correlational research design was employed using a questionnaire to gather information on the respondents. Frequency, percentage and mean were used to describe the respondents' profile, t-test was used to describe the difference between the academic performance and life support skills, and chi-square test was used to describe the relationship of the variables. The findings of the study revealed that the biggest number of working students were in the College of Industrial, Information and Communications Technology and employed as house helpers, working with an average of 4-5 hours with a very low monthly salary, and a moderately favorable attitude towards work. Moreover, the attitude towards schooling of the working students was moderately favorable, effectiveness of the teachers moderately effective and most of them were affiliated with Youth for Christ and have low attitude towards peers. The heads of the family of the working students were only high school graduates mostly with a low monthly family income. As to the number of siblings, most of them had 3-4 siblings with their own house. Majority of the parents were skilled workers and most of the working student-respondents were living with their parents and obtained with a very good academic performance. For life support skills, most of the teacher-respondents, parents, employers and the working students perceived cognitive, socialization and affective oriented profile as satisfactory. The cognitive life support skills were significantly related to salary, the socialization-related life support skills were significantly related to nature of work, and the affective-oriented life support skills were significantly related to nature of the work and salary. The cognitive life support skills and attitude towards schooling were significantly related to academic performance, socialization-related life support skills were significantly related to

academic performance, attitude towards schooling and effectiveness of teachers. Peer profile was not significantly related to cognitive socialization and affective oriented life support skills. The cognitive life support skills were significantly related to the nature of parents' work and number of siblings. Socialization-related life support skills were significantly related to highest educational attainment of head of the family. Likewise, affective-oriented life support skills were not significantly related to family profile. Thus, the study found out that the best predictors of the level of life support skills among working students through multiple regression analysis of the variables were nature of work, attitude towards schooling and academic performance. The study recommends special attention should be paid to working students by providing them a mechanism to increase and develop their life support skills.

Key words: Academic Performance, Life support Skills, Working Students.

INTRODUCTION

Life skills are abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life (WHO, 2008). In this study, the terms refer to cognitive, socialization and affective oriented aspects of working students.

It can be argued that the goal of education is not only to provide a universal and quality education, but also to make this education relevant to the needs of time. This can be achieved through various alternative learning systems such as free tuition and miscellaneous fees especially the evening classes that aim to cater to the working students who may not have the liberty of time to attend regular classes because of their need to find employment elsewhere in order to meet their basic needs of food and shelter.

Providing access to the disadvantaged, less privileged students of the poor who work to augment their family income is seen to be vital concern. The aforementioned premise on the universality of education in order to promote quality education is reflected in different countries and geographical boundaries (Abril, 2011).

In the local setting, the Naval State University in its 46 years of existence, stands to serve the Biliranons and their next door neighbors by way of offering effective programs or courses in advanced education, higher technological, professional instruction and training in the fields of arts and sciences, education, agriculture. Fishery, forestry, maritime education, information and communication technology, engineering, tourism and other related fields of study. The offering of the different programs greatly influenced the lives and economy of the province through its graduates especially for poor but intrinsically motivated rural youth who are deprived of access to normal education opportunities while others only available to certain advantaged groups utilizing day hours. Students should be self-employed or employed by other people during the greater portion of the day and likewise classified as full-time, part-time and working students.

However, in order for working students to be successful in their future careers and in their current academic life, they should have effective life support skills (WHO,2005), which include critical

thinking, creative thinking, problem solving, decision making, effective communication, interpersonal skills, self-awareness, empathy, coping with stress and emotions. The introduction of life skills education will require input from the school and education authorities for teacher training and the development of teaching manuals, as well as for the ongoing support of teaching programs once they are in place. This investment is worthwhile considering that the potential gains of life skills education are so far reaching. Apart from the impact on child health, there may be other benefits for the school as an institution. For example, evaluative studies of life skills programs suggest that the methods used can help improve teacher and pupil relationships (Parsons et al, 1988), and there are indications that life skills lessons are associated with fewer reports of classroom behavior problems. There are also research indications of improved academic performance as a result of teaching life skills (Weissberg, et al. 1089). Other positive effects include improved school attendance (Zabin et al., 1986), less bullying, fewer referrals to specialist support services and better relationships between children and their parents.

The importance of life support skills to these working students enrolled in different courses of Naval State University is rationalized by the fact that students with low level of life skills are known to develop high risks behaviors which lead to long lasting health and social consequences. Many countries across the world have introduced life skills education in the school curriculum or for students in special situations. The National Adolescent Health and Development Strategy of Nepal (2005) has also proposed to introduce life skills education to the schools, as an extra-curricular activity initially.

From the preceding arguments can be logically stated that life skills or skill for psychosocial competence is the reflection of effective skills of an individual that is important to be studied in the local context where there are many working students who study especially in the evening classes. Thus, this research was pursued in order to identify the predictors of the academic performance and life support skills among working students of Naval State University. It is anticipated that the results of this study will guide educational administrators, supervisors, and managers in planning future educational programs that cater the same population of learners. Through the recommendations that will be provided at the end of the research, deans across colleges and program chairpersons can be given insights on how to go about the pedagogic processes with these type of learners. Other stakeholders of society can provide stronger support mechanism once they are aware of the nature and processes of their success in terms of life support skills.

OBJECTIVES OF THE STUDY

This study was conducted in order to find out the academic performance and life support skills among working students from the different programs of Naval State University.

Specifically, this study sought to answer the following:

1. Determine the respondents' profile in terms of the following:
 - 1.1 Employment Profile
 - 1.1.1 nature of work
 - 1.1.2 number of working hours
 - 1.1.3 salary from work
 - 1.1.4 attitude towards work

1.2 School Profile

- 1.2.1 attitude towards schooling
- 1.2.2 effectiveness of the course/program
- 1.2.3 type of organizational affiliation
- 1.2.4 attitude towards peers
- 1.2.5 level of peer pressure

1.4 Family Profile

- 1.4.1 highest educational attainment of the head of the family
- 1.4.2 average monthly family income
- 1.4.3 number of siblings
- 1.4.4 type of residence

2. Determine the general academic performance of the working students.
3. Assess the level of Life Support Skills of the working students in terms of the following:
 - 2.1 Cognitive-Oriented Life Support Skills
 - 2.1.1 decision making
 - 2.1.2 problem solving
 - 2.1.3 creative thinking
 - 2.1.4 critical thinking
 - 2.2 Socialization-Oriented Life Support Skills
 - 2.2.1 effective communication
 - 2.2.2 interpersonal relationship
 - 2.3 Affective-Oriented Life Support Skills
 - 2.3.1 self-awareness
 - 2.3.2 empathy
 - 2.3.3 coping with emotion
 - 2.3.4 coping with stress
4. Find out the significant relationship between the level of life support skills to the profile of the working student-respondents.
5. Find out the significant relationship between the profile and the general academic performance of the working student-respondents.
6. Evolve an intervention scheme in order to improve the level of life support skills of the respondents.

THEORETICAL/CONCEPTUAL FRAMEWORK

These theories guided the researchers especially in the interpretation of the findings that were obtained after the data gathering process.

Since the research primarily focuses on the academic performance and level of life support skills, it is imperative to clarify this concept through the various theoretical underpinnings. It can also be argued that the theoretical underpinnings of life support skills are still controversial since this variable received relatively little attention in the past.

A very relevant theory in the investigation of life support skills is described in social learning theory developed by Bandura (1977). In social learning theory, learning is considered to be an active acquisition, processing and structuring of experiences. In life skills education, children are actively involved in a dynamic teaching and learning process. The methods to facilitate this active involvement include working in small groups and pairs, brainstorming, role play, games and debates. A life skill lesson may start with a teacher exploring with the students what their ideas or knowledge are about a particular situation in which a life skill can be used. The children may be asked to discuss the issues raised in more detail in small groups or with a partner. They may then engage in short role play scenarios, or take part in activities that allow them to practice the skills in different situations – actual practice of skills is a vital component of life skills education. Finally, the teacher will assign homework to encourage the children to further discuss and practice the skills with their families and friends.

The methods used in the teaching of life skills builds upon what is known of how young people learn from their own experiences and from the people around them, from observing others behavior and what consequences arise from behavior.

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Maslow's (1970) theory of the Hierarchy of Needs is one of the most relevant theories in this study. Maslow identified two types of needs: deficiency needs (physical, safety and belonging) and growth needs (self-actualization and self-esteem). Basic to the Maslow's theory of the hierarchy of needs is the assumption that one's motivation, which is extended to one's satisfaction, maybe greatly influenced by a person's current actualization or realization of his/her basic needs. In other words, a person can only be motivated to continue what he/she is doing if all the basic needs are first actualized. This assumption is the basis for the selection of other affective and social factors of life support skills. From the preceding theoretical assumptions and framework of life support skills, it can be logically stated that its conceptualization multifaceted. Thus, the said characteristics of life support skills mentioned in the previous discussions were used as bases in the construction and measurement of this focal variable in this research.

The results of this study shall guide the administrators, the deans, guidance counselors and program chairpersons in future policy formulation and decision making in terms of programs that will benefit the target clientele. They can look into the possible factors that might affect the life support skills of the working students enrolled in different courses. In so doing, they can address relevant intervention strategies to ensure the success of implementation of the program.

RELATED LITERATURE AND STUDIES

Recent studies have shown interests in investigating the impact of working on academic performance (Nonis and Hudson, 2006). The common belief is that working tends to cause negative impacts on academic performance. While most studies analyze the potential negative impacts, it is also documented that working actually has positive perceived impacts on academic performance as well (Holmes, 2008). Further, because objects of these studies are complex in terms of specific sample demographics, involvement of self-reporting predictors, lack of linkage with past academic performance, etc., a generalized conclusion on the relationship between working and academic performance cannot be made. Following are some interesting examples of the results from different studies:

In 2004, Blair and Millea discovered that working cooperative education students graduated with significantly higher GPA's (3.16 versus 3.04). They were offered higher starting salaries, on average \$6,302 greater than those students who had no cooperative education experience. Somewhat surprisingly, COOP students took less time to graduate, according to the comparisons of means, 3.39 months less, which is approximately one semester. Because cooperative education students must spend time away from campus on the job site, one would expect coop students to take longer to graduate. Perhaps COOP students are, as a group, more diligent students.

The research of Strinebrickner (2004) indicated that there is a positive and statistically significant relationship that exists between hours-worked and grade performance. The results of his study suggest that, even if results appear "reasonable," a researcher should be cautious when drawing policy conclusions about the relationship between hours-worked and a particular outcome of interest unless he/she is confident that potential problems associated with the number of hours have been adequately addressed.

Orszag et al (2001) provided empirical evidence that suggests the effects of working while in college vary by the type of job held (e.g., full-time vs. part-time work) and its relation to the academic environment (e.g., an on-campus vs. an off-campus job). It was revealed that working part-time as a student generally appears to supplant only non-productive activities, such as watching television. In addition, students who work fewer than 10 hours per week have slightly higher GPAs than other similar students. However, full-time employment may impair student performance. Students working full-time also reported the following liabilities: 40 percent reported that work limits their class schedule; 36 percent reported that it reduces their class choices; 30 percent reported that it limits the number of classes they take; and 26 percent reported that it limits access to the library.

Oettinger (2005) discovered that academic performance subsequently is determined by the chosen course load and study time, conditional on student attributes. Moreover, Arano and Parker (2008) explained that student employment has negative effect on academic performance for freshmen, but for upper classmen, the negative effect only occurs after working longer hours. The negative effect is weakest for juniors, followed by seniors and sophomores.

Another variable that needs to be reviewed in this research is the concept of life skills. The level of life skills of the working students is the focal variable in this research. This means that this variable must be measured with appropriate and valid research instruments. In order to achieve such goal,

it is vital to review the validation conceptual constructs of this variable in order to facilitate the construction and of a research instrument that will measure this variable.

Life skills are abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life (WHO, 2008). The teaching of life skills appears in a variety of educational programmes with demonstrable effectiveness, including programmes for the prevention of substance abuse (Pentz, 1983) and adolescent pregnancy (Zabin et al., 1986), the promotion of intelligence (Gonzales, 1990), and the prevention of bullying (Olweus, 1990). Educational programmes teaching these skills have also been developed for the prevention of AIDS (WHO/GPA, 1984; Scripture Union, undated), for peace education (Prutzman et al., 1988), and for the promotion of self-confidence and self-esteem (TACADE, 1990). Teaching life skills in this wide range of promotion and prevention programs demonstrates the common value of life skills for health promotion, beyond their value of life skills for health promotion, beyond their value within any specific program.

Life skills enable individuals to translate knowledge, attitudes and values into actual abilities. Effective acquisition and application of life skills can influence the way people feel about everything. Life skills contribute to perceptions of self-efficacy, self-confidence and self-esteem. Life skills therefore play an important role in the promotion of mental well-being. The promotion of mental well-being contributes to one's motivation to look after oneself and others, the prevention of mental disorders, and the prevention of health and behavior problems (Gonzales, 1990).

The aforementioned arguments provided relevant discussion of readings and empirical investigations that dealt with the nature of life support skills assisted the researchers in anticipating future limitations in their present study.

METHODOLOGY

It is evident from the preceding discussions that this research was conducted in order to find out the academic performance and the level of life support skills among working students in different courses or programs of Naval State University, Naval Biliran. It involved a descriptive-correlational research since the objectives of the study required such design. This was necessary to provide description of the variables involved such as the respondents' employment-related profile, school-related profile, peer-related profile, family-related profile, and level of life support skills. Since another goal of the research was to find out the correlation between the variables and the predictors of life support skills of the working students, a correlational design was also deemed necessary. A total of 63 respondents from the six colleges in the university namely: College of Education, College of Industrial, Information and Communications Technology, College of Engineering, College of Arts and Sciences, College of Tourism, and College of Maritime Engineering were included in the study that comprises the working students, teachers, parents and employers. The purposive sampling technique was used by the researchers and the periodic coverage of the data collection procedure was done during the first semester of School Year 2016-2017. The data on the academic performance of the respondents and their life support skills competencies were based on their performance of the previous years and semesters and was obtained from the Registrar's Office. The study made use of questionnaires and were all standardized. However, they were restructured to ensure they suit the local setting and then submitted for content validation to a panel of experts. A Likert type of skill was also used in the rating scale component of this instrument. The data were

analyzed using descriptive and inferential statistics for the demographic profile such as the mean, percent and frequency counts. Pearson Product Moment Correlation was to determine the relationship between the two variables while stepwise multiple regression analysis was used to determine which among the demographic factors of the respondents were significant predictors to their life support skills.

SUMMARY OF FINDINGS

This study obtained the following findings based on the sequence of the objectives and data gathered had been analyzed.

Employment Profile

Most of the working students were employed as house helpers with a frequency count of 22 or 34.92 percent. They were driven towards this kind of job since this is the easiest way to support their college education, 4 hours working every day and they were receiving a very low monthly salary of ranging from P1,000 or less. It was found out that most of them had moderately favorable attitudes towards work as evidenced by the 3.67 mean level of attitude "I make sure that my work performance is excellent and above satisfactory."

School Related Profile

The respondents' general attitude towards schooling was moderately favorable, as indicated by their overall mean score level of 3.89. The respondents had a good attitude towards the proposition that they consider their studies very important because they learn many skills that they need in their future career with a mean of 4.82. In terms of the respondents' assessment of the courses or programs, they considered to be very satisfactory as indicated by the overall mean score level of 3.94. This might indicate that the courses they have taken or chosen as what they wanted to be in the future are catered by the university. As to the type of organizational affiliations, 22 or 34.92 percent are affiliated with religious organization specifically on Youth for Christ. Moreover, the respondents have a moderate attitude towards the proposition that friends are gifts from God with a mean score of 3.44. Similarly, the respondents had a moderate level of peer pressure, which is indicated by the overall mean score of 2.93. This might indicate that the working students are able to make decisions for themselves to be able to fend for themselves without the influence of other people. A high level of peer pressure with a mean score of 4.75 was obtained by the respondents from the College of Education on the proposition the their "family is more important than my friends." A low level of peer pressure with a mean score of 1.05 was reflected from the respondents towards the premise that "If my friends ask me to quit schooling, I would do it."

Family Profile

Educational attainment of the respondents' heads of the families were measured through highest educational attainment of the head of the family, average monthly family income, number of siblings, and type of residence. The data revealed that most of the family heads of the working students were only high school graduates with a total highest frequency count of 28 or 44.44 percent. This implies that they prefer to work for a living where survival was more important than education, while the monthly family income range from Php 9, 000 to 2,000 only interpreted as low with a frequency count of 14 or 22.22 percent. This could be the reason why these students are working and be able to augment whatever food is on the table. Moreover, most of the working students had 3-4 siblings as indicated by the highest frequency count of 12 or 19.04 percent, while

the type of residence, based on the data gathered, out of 63, there were 38 or 60.31 percent of the working student-respondents are owning a house. The results imply that despite the relatively low family income, housing conditions were not a problem to the families. The lowest frequency count is 1 or 1.58 percent who are only living at employer's house. On the nature of parents' work, most of the respondent- parents were skilled workers as indicated by a highest frequency count of 38 or 60.31 percent which evidently give the idea that parents were possessing technical skills. On the other hand, 24 or 38.09 percent of the parents' work were unskilled. These are the type of parents who do not value the importance of education because of the belief that their children can survive without going to school in the same manner as they are. As to the family arrangement of the working student-respondents, living with mother and father got the highest frequency of 30 or 47.61 percent, indicates that strong family ties is still observed among Filipinos through good and bad times and the lowest rank of the family arrangement is an orphan living with relatives with a frequency count of 1 or 1.58 percent.

The second main objective of this study was to find out the general academic performance of the working students. It can be observed that most of the working students had high academic performance that ranges from 1.9- 1.5 as indicated by the highest frequency count of 29 or 46.03 percent of the total samples. This is a clear manifestation that these students are able to put their studies at the top of their schedule and knows how to manage time between work and school. On the contrary, only 1 or 1.58 percent of the respondents had a very high academic performance that ranges from 1.4-1.0. From these results, it is logical to state that the university must create an intervention plan that would improve the general academic performance of the working students. Teachers should be trained to improve their teaching competence and apply meaningful, efficient, and effective pedagogical strategies that would suit to the needs and interests of the working students in various State Universities and Colleges in the region.

Profile of Life Support Skills

A satisfactory level of rating on the overall level of life support skills was perceived by the teachers, employers, parents and working student- students. This is reflected in the areas of decision-making, problem solving, critical thinking, creative thinking, effective communication, intrapersonal communication, empathy, self-awareness, coping with emotions, and coping with stress.

RELATIONSHIP BETWEEN EMPLOYMENT PROFILE AND LIFE SUPPORT SKILLS

It can be gleaned from the results of this test that the employment profile was not significantly correlated with decision-making, problem solving and creative thinking. This is shown in the non-significance of the low coefficients of relationships (Pearson r and contingency coefficient) and with the corresponding p-values greater than .05 alpha level.

With respect to the employment profile and critical thinking skills, the study also found out that only the concern on salary had a significant relationship with critical thinking skills as manifested by the correlation coefficient of -.216 and a p-value of .006.

Furthermore, the employment profile which was found to be not significantly correlated with effective communication skills were number of working hours and attitude towards work with .032 and .015 coefficients of correlation, and p-values of .679 and .842, respectively. Nature of work and salary, on the other hand, had significant relationships with effective communication skills as

manifested by the coefficients of relationships of .235 and -.172 with corresponding p-values of .002 and .028, respectively.

As regard to the employment profile was not significantly correlated with interpersonal relationship skills with coefficients of relationships of .002 and .006 and corresponding p-values of .781 and .939, respectively. On one hand, nature of work and salary were found to have significant association with interpersonal relationship skills as evidenced by the coefficients of relationships of .246 and -.201, and p-values of .001 and .010, respectively. The study came out that employment profile was not significantly associated with self-awareness life skills. The extents of relationships were very low indicating not dependable relationships.

The results of this analysis also signified that employment profile is not significantly associated with self-awareness, empathy, coping with emotions and stress life skills. This was also proven by the p-values greater than .05 to be significant at this level.

Hence, salary has an association with self-awareness, however, the correlation is negative. In terms of the nature of work the relationship was very significant as proven by the high coefficient of .432 and p-value of .000 indicating that the relationship is even significant at the .01 alpha level. Nature of work and salary were significantly correlated with coping with stress skills.

RELATIONSHIP BETWEEN SCHOOL PROFILE AND LIFE SUPPORT SKILLS

It can be gleaned from the relevance of the courses and effectiveness of the faculty members were not significantly correlated with cognitive-related life support skills. In general, the school profile was found to be significantly associated with cognitive-related life support skills was the attitude towards schooling.

Also, the academic performance was found significantly associated with cognitive-related life support skills were the school profile and attitude towards schooling.

The result showed that the school profile and effective communication skills were not associated with the respondents' communication skills as supported by the very low correlation coefficients and p-values greater than the .05 alpha levels. On the contrary, academic performance and attitude towards studies were significantly correlated with communication skills as manifested by the high correlation coefficients and the p-values lesser than the .05 alpha levels.

Whereas the academic performance and interpersonal relationship skills were found to be not associated with interpersonal relationship skills were the relevance of the courses and school profile as evidenced by the correlation values of .115 and .050, with corresponding p-values of .130 and .519. Attitude towards studies and effectiveness of the faculty members, on the other hand, were found to be significantly correlated with interpersonal relationship skills. These were supported by the correlation values of .209 and .153 and p-values of .005 and .019, respectively.

Further, among the school profile, only attitude towards studies was found to have a significant relationship with empathy life support skills. The .208 coefficient of correlation and the p-value of .008 proved this.

Hence, all coefficient of relationships between peer profile, cognitive, affective and socialization life support skills indicating relationships were very low and with corresponding p-values which were greater than the .05 alpha levels.

RELATIONSHIP BETWEEN FAMILY FACTORS AND LIFE SUPPORT SKILLS

Looking closely on the data, it was found out that only one of the six family profile was significantly associated with the respondents' decision-making skills. This was the nature of work of parents with coefficient of relationship of .277 and a corresponding p-value of .000.

Based on the family profile and problem-solving life support skills, the correlation for income of family was .172 with a p-value of .046 indicating a dependable relationship. The number of siblings was also positively correlated with this skill. The nature of work of parents was also found to be positively influence the respondents' problem-solving skills.

It was revealed that the family profile and cognitive related life support skills were not significantly associated with each other. It is apparent in the test statistics values such as the low coefficient of relationships and the p-values greater than the .05 alpha levels.

As regard to the family profile and effective communication skills, the result of the study showed that only the highest educational attainment of the head of the family was significantly associated with communication skills as marked by the coefficient of relationship of .156 and a p-value of .040.

With respect to the family profile and interpersonal relationship skills, similarly, only highest educational attainment of the head of the family has a significant association with interpersonal relationship skills. The coefficient of relationship of .159 and p-value of .021 proved this.

CONCLUSIONS

Based on the findings of this study, it can be concluded that:

- a. 1. Most of the working students are employed as house helpers. They are working on an average of 4-5 hours with a very low monthly salary. There is a moderately favorable attitude towards work. The attitude towards studies is favorable. They also considered the courses to be very satisfactory. Most of the working students are affiliated with Youth for Christ and they only have a moderately attitude towards their peers. The heads of the family of the working students are only high school graduates. Their monthly income is mostly low. Most of the working students have 3-4 siblings and their family has own house. Majority of the parents are skilled workers. Lastly, the working students are living with their parents.
2. Majority of the working students obtained high academic performance.
3. Most of the teachers, parents, employers and the working students themselves have satisfactory rating on the profile of cognitive, socialization and affective oriented life support skills.
4. Cognitive life support skills are significantly related to salary. Socialization-related life support skills are significantly related to nature of work, and affective-oriented life support skills are significantly related to nature of work and salary.

5. Cognitive life support skills are significantly related to academic performance and attitude towards studies, socialization-related life support skills are significantly related to academic performance, attitude towards studies and effectiveness of teachers, affective-oriented life support skills are significantly related to attitudes towards studies and effectiveness of teachers.
6. Peer profile is not significantly related to cognitive, socialization and affective oriented life support skills.
7. Cognitive life support skills are significantly related to nature of parents' work and number of siblings, socialization-related life support skills are significantly related to highest educational attainment of family head, and affective oriented life support skills are not significantly related to family profile.
8. The best predictors of the level of life support skills among working students in Naval State University through multiple regression analysis of the variables are nature of work, academic performance and attitude towards studies.

RECOMMENDATIONS

From the foregoing conclusions, it is recommended that:

1. Trainings and workshops in developing decision-making, effective communication, coping with emotion and coping with stress skills be conducted with regular guidance and counselling sessions to working students.
2. School administrators should create ways and programs that will improve the alarming employment conditions experienced by most working students enrolled in the different programs.
3. Programs or courses aiming to cultivate the life support skills of the working students should be set in a collaborative atmosphere. Strong ties and constant linkage with various stakeholders of the community are essential in developing the life support skills of the working students.
4. Future researchers should be conducted in the area of life support skills by using other methods of data gathering and instrumentation.

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